

Lesson 2

Discover *MyPlate*!

TOPIC:
Healthy Meals
Include Foods
From All Five
Food Groups

Now that students have met the **Food Group Friends** in Lesson 1, they will be introduced to the **MyPlate** icon and discover how it reminds us to eat from all five food groups. They will learn how to build **MyPlate** meals and explore the importance of being active.

Supplies and Preparation

Discover *MyPlate* Components*

- **The Five Food Groups** poster
- **Reach for the Sky** song
- **Food Cards**
- **Emergent Readers** (teacher and student versions):
A MyPlate Meal
- **Food Group Friends Profile Cards** (Make copies to provide one profile card per student.)
- **Student Workbook** (WB; Lesson 2, Activities 1-3):
 - [WB, p. 1] **STAR Chart**
 - [WB, p. 13] **MyPlate Placemat**
 - [WB, p. 15] **Kate's Lunch Plate**
 - [WB, p. 16] **What Do We Need?**
- **Parent Handout: Meet MyPlate**

Additional Supplies

- Suggested books** for **Book Club**:
 - **The Beastly Feast** by Bruce Goldstone (Henry Holt & Company, 1998)
 - **Zachary's Dinnertime** by Lara Levinson (Star Bright Books, 2012)
- Grocery store circulars
- Crayons, scissors, glue, construction paper, paper plates, pipe cleaners, tissue paper, cardboard pieces/centers of paper towel rolls, glue, large poster boards (if available), star stickers

* Order or download at <http://teamnutrition.usda.gov>.

** Mention of these materials is not an endorsement by the U.S. Department of Agriculture over other materials that may be available on this subject.



Learning Objectives

Students will be able to...

- Name the five **MyPlate** food groups and be able to identify food choices within each group.
- Describe the importance of eating foods from all five food groups for good health.
- Identify the **MyPlate** icon and explain that it serves as a reminder to eat foods from all five food groups.

Essential Questions

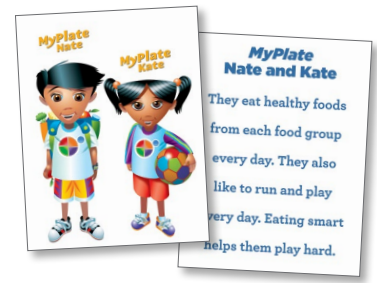
- What is a healthy snack? What is a healthy meal?
- What is your favorite **MyPlate** meal?
- What does **MyPlate** remind us to do?
- Why do we need foods from all five food groups?



Introduction

Warm Up Whole Group (20 minutes)

1. Display the **Food Group Friends Profile Cards** and remind students of the **Five Food Group Friends** and how they each represent the variety of foods we should eat from each of the five food groups. Introduce **MyPlate Nate** and **Kate** by showing their profile card, and say, “Meet **MyPlate** Nate and Kate. They eat healthy foods from each food group every day. They also like to run and play every day. Eating smart helps them play hard.”
2. Tell students that, when we eat food from all of the food groups, we help our bodies get what they need to play, grow, and be healthy. Explain that foods give us “fuel” to run around and play, just like a toy that uses batteries to run. Without batteries, the toy does not work. Without food, our bodies would not have the energy we need to read a book, dance around, or walk to the school bus. Eating the right amounts of foods from each food group helps us be our best at play, sports, and school.
3. Display the poster **The Five Food Groups** at the front of the room. Tell students that this is the **MyPlate** icon. It reminds us to eat foods from each food group. Point out the food groups and their placement on the **MyPlate** icon. Explain that fruits and vegetables should fill half of our plates at meals. This helps us make sure we are eating enough fruits and vegetables.
4. Explain that when we eat a meal that has foods from all five food groups, it is called a “**MyPlate** meal.” Practice creating **MyPlate** meals with students. Divide students into five groups that correspond to each of the food groups. Ask one group to name a food from the food group that they like to eat for dinner. Next, ask the other groups to share what foods they can bring to the meal to make it a **MyPlate** dinner. For example, if students in the Protein Foods Group said they like to eat chicken, other food group teams could add brown rice, carrots, milk, and a pear to the meal. Draw and label each “meal” on the board.



Reach for the Sky Song Whole Group (5 minutes)

Give each student a copy of a **Food Group Friend Profile Card**. (Make an equal number of copies of each profile.) Explain that the class will need to get into groups of five, featuring one of each **Food Group Friend**. When they have formed a complete group, have them call out “**MyPlate!**” Give the class two minutes to form their groups. (For any groups with fewer than five students, stand in for the missing **Food Group Friends** with **Profile Cards**.) Have each student name a food belonging to his or her food group. Play the song **Reach for the Sky**, and have students raise their **Profile Cards** each time their food group’s name is sung.



★TEACHER TIP★

You can use this this lesson in conjunction with the **Thanksgiving** or the **Swing Into Spring Celebration!** See the **Classroom Celebrations** on pp. 61-65 for ideas.

Core Learning Activities

The following activities help students meet the lesson's learning objectives, but you may incorporate them into your class time in any order.



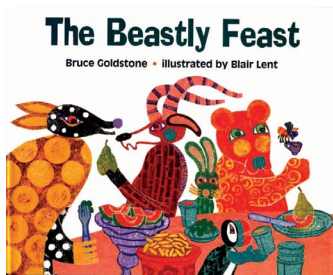
Book Club Whole Group (time will vary)

Read books that focus on mealtime with your class. Below are suggested books with questions, but you may find other selections in your library that can be used to generate a similar discussion. Tip: Invite book buddies (students from older grades) to come and help their kindergarten buddies read.



Read the **A MyPlate Meal Emergent Reader** (teacher's version) out loud to students. As you read, show the class the illustrations. Invite student volunteers to read the sight words and identify the foods on each page. Read the activity and discussion prompts in the Teacher's Edition (p. 71).

Give students their mini books and invite them to circle the sight words in their books. Invite children to color the pictures and practice reading on their own or with a reading buddy. Ask students to draw a picture of a picnic they might have with their friend, including a food from each food group. Next, have them write a sentence about their picture. Use this and the remaining **Emergent Readers** with students to practice literacy skills during **Center Time**.

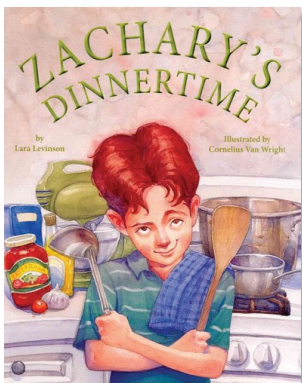


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The Beastly Feast by Bruce Goldstone — In this tale, animals gather for a feast and bring foods that rhyme with their names.

- What did the antelope bring? What food group is cantaloupe in? (Fruits)
- What did the mice bring? What food group is rice in? (Grains)
- What did the parrots bring? What food group is a carrot in? (Vegetables)
- What did the mosquitoes bring? What types of foods are in a burrito? What food groups do tortillas, beans, and cheese belong to? (Grains, Protein Foods or Vegetables, and Dairy, respectively)
- How did the beasts feel after eating? (Full)

Zachary's Dinnertime by Lara Levinson — In this story, Zachary discovers an eagerness for his dinnertime chores after visiting his friends' houses as a guest and learning about their traditions.



Cover art © 2012 by Cornelius Van Wright

- How did Zachary feel about helping out with dinner at the beginning of the book? The end of the book?
- What types of foods did Zachary eat at his friends' houses? Were they the same as, or different from, what he ate at home? What are some of the different foods you saw?
- How do you feel about eating together with your friends or family?
- What did Zachary and his friends have for dinner at his house at the end of the story? What food groups do chicken, salad, and potatoes belong to? (Protein Foods and Vegetables)
- What foods or drink could you add to make Zachary's dinner a **MyPlate** meal? (Low-fat milk)
- What does mealtime look like at your house? Draw a picture and write about it.



Cafeteria Connection

Whole Group (30 minutes, before lunchtime)

Showcase the Food Groups!

Divide students into five teams to make signs showcasing the cafeteria's food group selections for the day or week. Have students practice reading, writing, and spelling the food items listed on the menu. Add the new vocabulary to a chart to continue practicing throughout the week.

Make available any art supplies you may have, including those that can help make the food sign displays three-dimensional. For example: pipe cleaners — can be formed into shapes such as circles for “apples” or triangles for “cheese”; tissue paper — can be crumpled and glued to make a yummy “salad” or “whole-grain pasta”; cardboard pieces or the centers of paper towel rolls — can be glued and then painted over to look like a loaf of whole-grain bread or a banana.

If possible, request that school nutrition services display pictures of the **Food Group Friends** and the name of the food group next to each offering's label on the lunch line. Kindergarteners that make a meal with all of the food groups can receive a sticker from the cafeteria staff or a teacher.



Center Time

Choose any of the following activities for students to do during Center Time.

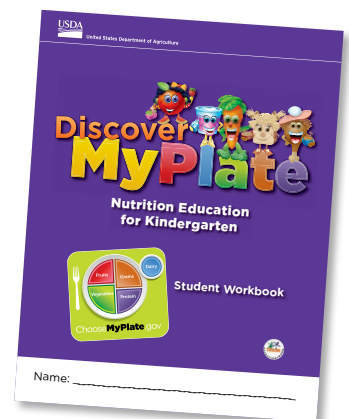
Literacy Center Small Group (time will vary)

Use the **Emergent Readers** for listening, guided reading, or read-aloud exercises with students. Review sight words and new vocabulary learned in this lesson to build fluency and phonemic awareness, teach spelling patterns, practice writing, and promote key literacy concepts.

Student Workbook Small Group (time will vary)

Have students complete workbook pages individually or in small groups. These can be done during Center Time.

- **MyPlate Placemat** [WB, p. 9] Students can decorate this **MyPlate** placemat with their favorite healthy foods from each food group. After students decorate it, mount it onto a larger piece of construction paper. Consider laminating the placemats and using them during snack time or lunch or sending them home.
- **Kate's Lunch Plate** [WB, p. 11] In this activity, students will help Kate make her lunch by picking a food from each food group in the cafeteria line.
- **What Do We Need?** [WB, p. 12] Students will color in the parts of the plate for the foods they see, and then identify the missing food group.





Food Cards Small Group: 3-4 students (15 minutes)

Keep Cooking!

Make the **Food Cards** available for students to play a spin on the classic “Go Fish” card game. Students each start with three cards. They may ask other players for missing **Food Cards** in their quest to create a **MyPlate** meal. The goal is to “cook” complete “meals” by collecting cards from each of the five food groups. For example, they may ask, “Do you have a Grain?” If another player does, that student gives one Grain card to the player who made the request. But if they have none, they say, “Keep Cooking!” and the student who asked pulls a card from the main deck. Students take turns until someone has made his or her first meal with a card from each of the five food groups. If students need help remembering the food groups, they can refer to the **The Five Food Groups** poster.

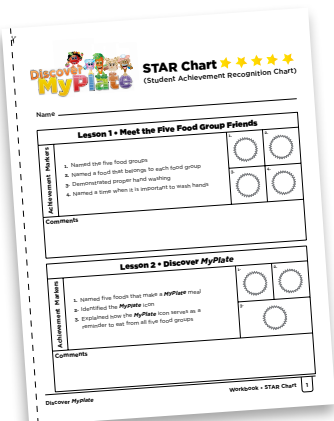


Dramatic Play Small Group (15 minutes)

Is It Dinnertime Yet?

Let students take on the role of hosting a big dinner party for all of their friends. Have each of them bring or prepare a food from a different food group. Provide **Food Cards**, pretend food, and empty food packages for students to play with.

Reflection & Assessment Whole Group (5 minutes)



To conclude this lesson and assess understanding, discuss as a class:

- What is a **MyPlate** meal?
- Why it is important to eat foods from all five food groups?

Reward students with a star or sticker for their efforts and ability to meet the remaining achievement markers (see box below). Students may add their stars or stickers to the **STAR Chart** (WB, p. 1).

If you have time, check in with individual students and review information with those who need more assistance. Remember to send home the **Meet MyPlate** parent handout.



LESSON 1 ACHIEVEMENT MARKERS

- Named five foods that make a **MyPlate** meal
- Identified the **MyPlate** icon
- Explained how the **MyPlate** icon serves as a reminder to eat from all five food groups



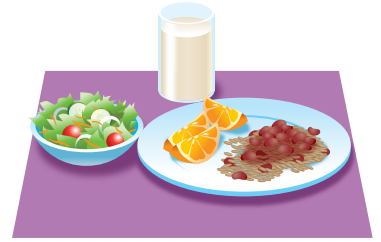
Award a star or sticker for each achievement!



Extra Helpings

What's for Dinner? Small Group (20 minutes)

Have students work in groups to create two- or three-dimensional food models from various groups using tissue paper, construction paper, paint, cardboard, etc. As a class, have them collaborate to make **MyPlate** meals using a food from each group and gluing it to a paper plate. The collective “plates” can be displayed on a “What’s for Dinner?” bulletin board. These may also be used in the Cafeteria Connection!



Snack Time! Small Group (10 minutes)

Snacks should come from the five food groups too! While showing students the **MyPlate Nate and Kate Profile Card**, explain that Nate and Kate are physically active and eat snacks after school to give them energy. Their snacks include foods from the five food groups that do not have too much added sugar, fat, or salt that their bodies don’t need. For example, Kate likes to eat fruit and low-fat yogurt. Nate snacks on carrots, low-fat cheese, and whole-grain crackers. They only have cookies, cakes, and candies sometimes. This helps them feel their best and be healthy. Ask students to think of some healthy snacks they can eat after school. Have them match the food to the food group. Use **The Five Food Groups** poster or **Food Cards** for assistance.

